

PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS

SUBJECT: Philosophy, Goals, Objectives, and Comprehensive Plans

In order to establish and support a guiding vision for the district, the Governing Board shall develop, articulate, and regularly review an overarching set of fundamental principles which describe the district's core beliefs, values, and tenets. The Board and district staff shall incorporate these principles into all programs, activities, and operations of the district.

At Jurupa Unified School District, we believe that with a positive mindset, every child can succeed. Our schools and programs are founded on proven educational strategies, supported by the latest research in neuroscience and are designed to promote the personal and academic growth of all students. We empower each child to unlock their potential to achieve in school, career, and life—wherever it takes them.

We call this learning without limits. Learning without limits means our district provides an array of opportunities for each child. Our wide-ranging programs offered in and out of the classroom support and engage students from early childhood through high school. Students cultivate critical thinking and problem-solving skills, develop resiliency, and are challenged to think creatively — essential qualities for personal development, academic growth, and an individual's sense of achievement at every level.

Our approach is grounded in research and science but would not be possible without the dedication, commitment, and resolve of our compassionate team of educators and staff. Jurupa Unified School District encourages students to grow personally, achieve academically, and unlock their full potential as scholars and people, believing that with a positive mindset, every child can succeed.

By fostering a growth mindset in every child, Jurupa Unified School District empowers each child to unlock their potential and succeed in career, in school, and in life. This is the promise we make and pledge to uphold to our students, their families and our community.

The District will uphold this promise by:

1. **Nurturing** early learners through programs that create a solid cognitive foundation and stimulate a love of learning.
2. **Encouraging** students to challenge themselves at every grade level, setting them on a path towards continuous achievement.
3. **Promoting** college and career readiness through rigorous, college preparatory curriculum, as well as hands-on, real world learning opportunities.

4. **Engaging** the Jurupa Unified community of stakeholders in our students' success.
5. **Preparing** our students for a future here or anywhere.

It is the philosophy of the district that:

1. All students can learn and succeed.
2. Every student should have an opportunity to receive a quality education regardless of his/her social, cultural, or economic background.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

3. Every student in the district has a right to be free from discrimination, harassment, intimidation, and bullying, as prohibited by law or district policy.
4. The future of our nation and community depends on students possessing the skills to be lifelong learners, collaborative and creative problem solvers, and effective, contributing members of a global and technologically advanced society.
5. Highly skilled and dedicated teachers and educational support staff have the capacity to guide students toward individual achievement and growth, and have a direct and powerful influence on student learning and life experiences.
6. A safe, nurturing environment and positive school climate are necessary for learning, academic achievement, and student development.

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

7. Parents/guardians have a right and an obligation to be engaged in their child's education and to be involved in the intellectual, physical, emotional, and social development and well-being of their child.

(cf. 6020 - Parent Involvement)

8. The needs of the whole child must be addressed, as the ability of children to learn is affected by social, health, and economic conditions and other factors outside the classroom.
9. Early identification of learning and behavioral difficulties and timely and appropriate support and intervention contribute to student success.

10. Students and staff are encouraged and motivated by high expectations and recognition for their accomplishments.
11. School improvement is a dynamic process requiring flexibility and innovation to meet the needs of students in a changing world.
12. Professional development for the Board and district staff is essential for the growth and success of the district and its students.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 9240 - Board Training)
13. The diversity of the student body and school staff enriches the learning experience, promotes cultural awareness and acceptance, and serves as a model for citizenship in a global society.
14. A common set of norms and protocols is crucial to effective governance.
15. Communication, trust, respect, collaboration, and teamwork strengthen the relationship among Board members and between the Board and Superintendent, and contribute to the effectiveness of the governance team.
16. The community and district are inextricably connected partners, wherein the community's engagement in issues that impact the schools enhances the district's programs and student learning.

(cf. 1000 - Concepts and Roles)
17. Two-way communication with all stakeholders is essential for establishing continuity, support, and shared goals both within the district and with the surrounding community.
18. The Board has a responsibility to advocate on behalf of all students, keep current on legislative issues affecting education, and build positive relationships with local, state, and federal representatives.
19. A fiscally sound budget which is reflective of the district's vision is imperative to the financial stability of the district and to the attainment of its goals.
20. Responsibility for district programs and operations is shared by the entire educational community, with ultimate accountability resting with the Board as the basic embodiment of representative government.

Legal Reference:

EDUCATION CODE

51002 Local development of programs based on stated philosophy and goals

51019 Definition of philosophy

51100-51101 Parental involvement

Management Resources:

CSBA PUBLICATIONS

The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research, May 2017

Governing to Achieve: A Synthesis of Research on School Governance to Support Student Achievement, August 7, 2014

Defining Governance, Issue 2: Governing Commitments, Governance Brief, February 2014

WEB SITES

CSBA: <http://www.csba.org>

National School Climate Center: <http://schoolclimate.org>